

**Building an Academic Commons
through the
Scholarship of Teaching and Learning**

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A new interest in teaching and learning



Carl Wieman

“a scientific approach to science education”



Diane Chapman Walsh

“learning as a collective, and intriguing intellectual inquiry”

What one word (or short phrase) captures what the "Scholarship of Teaching and Learning" (SoTL) means to you?

Respond at **PollEv.com/---**

or

Text **---** to **---** once to join, then text your message

Answers to this poll are anonymous

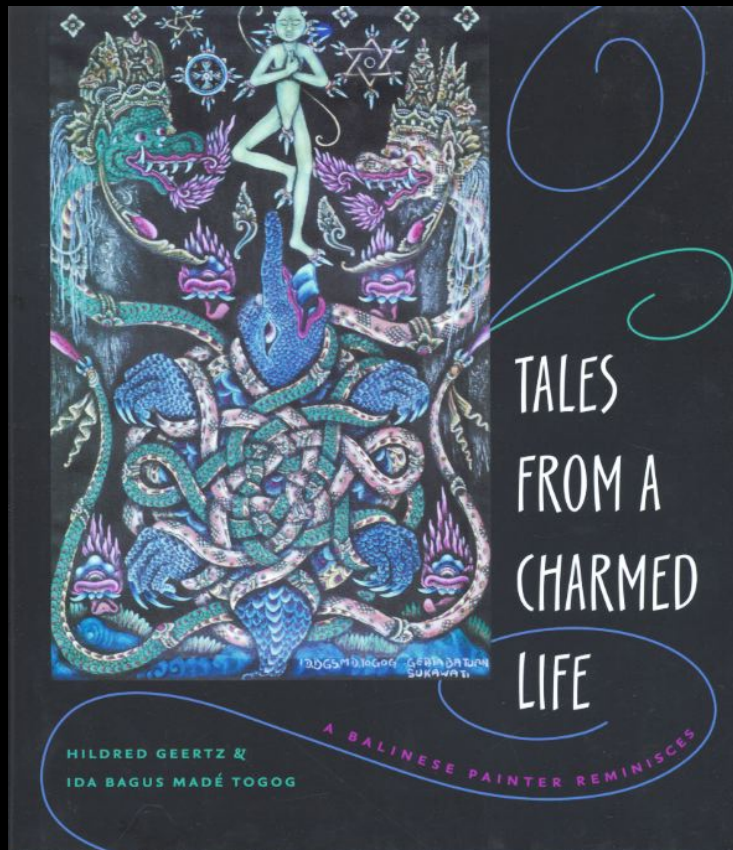
Getting involved means...

- **Asking questions** about your students' learning;
- **Gathering and analyzing evidence** to help answer those questions;
- **Trying out and exploring new insights** about learning in one's teaching
- **Making it public**, so it can contribute to the thought and practice of others

Today's Talk

- 1. Guiding innovation and contributing to the “teaching commons”**
- 2. Recognizing disciplinary communities and trading zones**
- 3. Transforming these transitional zones into a genuine commons**

Life Stories in Anthropology



- Interest in topic
- Teaching experience
- Colleagues' suggestions
- “Poetry group” model
- Common pedagogical ideas
- New pedagogical ideas “in the air”

Chemistry 101



Dennis Jacobs

- Saw students struggling
- Consulted wide range of resources
- Designed new learning environment
- Compared it with old one
- Shared results

Teaching is on a fast train



- Diversity of students
- New technologies
- New pedagogies
- Authentic participation
- Research on learning
- New priorities and goals
- Disciplinary changes

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Disciplines as ways in



- Aspirations for students
- Intellectual histories
- Signature pedagogies
- Teaching and learning specialists
- Forums for exchange
- Advocates for reform
- Scholars of teaching and learning

Disciplinary strategies

- Close reading
- Looking for patterns
- Text and context
- Reviewing critical literature
- Applying theoretical concepts to cases



History Learning Project



“As historians who spend our professional lives studying this sort of cultural confrontation, we should have intellectual tools for facilitating communication across the divide.”

Trading zones



- **Across disciplines and subdisciplines;**
- **Local codes or pidgins--common language**
- **Coordination of action**

Openness to exchange

- Complementary strengths
- Commonality
- Concepts and theories
- Tools and methods
- Specific techniques



The teaching commons

- **“In this teaching commons...communities of educators committed to pedagogical inquiry and innovation come together to exchange ideas about teaching and learning and use them to meet the challenges of educating students for personal, professional, and civic life.”**

Huber and Hutchings

Academic hospitality

- **Celebratory**
 - Community-building
- **Communicative**
 - Field-building
- **Critical**
 - Standard-setting



Phipps and Barnett

Community-building

- Full range of fields
- Different levels of work
- More campus venues
- Engaging students
- Richer associational life



Field-building

- Small significant networks
- Posters and sessions
- New genres
- Careful, critical reading
- Habits of citation
- Map collections

From Catastrophe to Celebration:

An Analysis of a Curricular Transformation

Music of Multicultural America
Elizabeth Barkley, Professor of Music
Foothill College

with Toru Iiyoshi, Knowledge Media Laboratory
The Carnegie Foundation for the Advancement of Teaching



The music I was trained to teach was not the music my students wanted to learn. They didn't even like the way I taught! To curb this catastrophe I switched from Bach to Tupac, from lecture to multimedia and online, and from being boss to letting them choose their course activities. Then I looked for new ways to measure what they learned. The transformed course is a great success and enrollment is up from 45 students per years to 782... with even more students on waiting lists.

This Carnegie Scholar course portfolio was created as a cooperative effort between [Foothill College](#) in Los Altos Hills, California and the [Knowledge Media Laboratory of the Carnegie Foundation for the Advancement of Teaching](#). It analyzes the 5-year process of turning that curricular catastrophe into a cause for celebration.

[A note about authorship](#)

The Project

The Data

The Summary

Transformation Themes

1. Changing To Multicultural Content
2. Empowering Students By Giving Choice
3. Multimedia Delivery Including the Web
4. Deep Learning Assessment



Standard-setting

- Resources for the work
- Strong campus infrastructure
- Graduate training
- Broadening scope of “research”
- Peer review of teaching
- Connect to institutional agendas
- Recognition and reward



Action at multiple levels



Conferences



Campuses

- **Widen circulation of pedagogical knowledge**
 - **Deepen it through debate and critique**
- **Better inspire and inform instructional innovation**

Thanks to.....



Geertz



Jacobs



Linkon



History Learning Project

■ **And to all of you....**